



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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SENIOR ART CLUB.

This Club is open to any readers of the *Review*, either lady or gentleman. The terms are 6s. for six months. All work marked for exhibition is criticised by Mr. David Murray, A.R.A., on the yearly "Pupils' Show Day," in Miss Stewart Wood's studio, Vine Court Studio, Holland Street, Kensington. All particulars of the Club can be obtained from Miss A. Y. Davidson, Secretary, 41, Bessborough Gardens, London, S.W.

WINTER TERM, NOVEMBER, 1901, TO MAY, 1902.

Subjects for November.

I.—*A Bunch of Grapes in a Glass Dish.* After arranging your composition and scheme of colouring and putting in the whole sketch, fix on one or two of the most prominent grapes, and paint them very carefully. Do not be content until they are as nearly like the originals as you can make them. To be sent in, two months in succession.

II.—*Cast of a Hand to be painted.* Casts may be had from Brucciani's, 40, Russell Street, Covent Garden, at small expense. These numbers will be found to be good for study—464c, 2194, 2488, 2907, 2913.

BOOKS.

The Violet Fairy Book, by Andrew Lang (Longmans, 6/-). We think Mr. Andrew Lang has kept his best to the last, and that his Purple Book is better than the Pink or Yellow, Green or Red, if that is possible. By the way, we should not call it Purple, because the *Violet Fairy Book* is "dedicated to Violet Myers." The child who gets this book at Christmas will love it with a great love; and there are few grown-ups who will not find it touching to be thus introduced to the child thought of the world. Servia, Russia, Japan, Esthonia, Swahili-land, Roumania, all sorts of out-of-the-way lands, yield up their child-lore to Mr. Andrew Lang and his co-adjutors. As the test of the genuine fairy-tale is that no person can make it, but that it must grow of itself from the roots of a people's life, here we get the very thing. When a child reads the charming *Story of a Gazelle*, it will have a fuller flavour for him if he knows that black picaninnies have gathered round their mother's feet in the kraal for, possibly, thousands of years to hear the self-same tale. That to another, dainty little Japanese children have also listened with breathless interest for ages untold. Mr. Lang's Fairy Books should help English children to share the childhood of all peoples in all ages, and are thus helping to secure that solidarity of the race, the meaning of which is one of the lessons set for our generation.

The tales themselves are of course enchanting as genuine fairy-tales must needs be. The pictures are various in kind and quality. There are glowing coloured pictures which speak of the East, and there are delightful woodcuts—old German, we should think—full of quaintness and vigour, as where *Hannah does not recognize Fem*, and that delightful picture in *Two in a Sack*, where the naughty wife is being beaten because she beat her husband. The tales are racy of the soil and of the pathetic wisdom of the people.

Inmates of my House and Garden, and *Glimpses into Plant Life*, by Mrs. Brightwen (Fisher Unwin, 2/-). We rejoice that these old friends, long familiar to children in the *Parents' Review* School, may now be had for 2/- a volume. "I have set down," says Mrs. Brightwen, "as plainly as I could, what I have myself observed and experienced." This it is which gives an extraordinary charm to her account of the inmates of her delightful house and garden. These are very various, ranging from lemurs to drone-flies, from squirrels to the clothes' moth: and the child who reads of Mrs. Brightwen's "Inmates" gets his feet on the ladder. He learns that creatures, like people, are to be known one by one, and reveal themselves to their intimates in a surprising and delightful way. The picture of Pearlie basking before the fire on a footstool should make everybody long for a lemur; and this is how Mrs. Brightwen comes by her knowledge, and how she communicates it:—"These lemurs are always giving me surprises. I was quite unprepared for the remarkable power the ring-tailed lemurs possess of running swiftly up the flat surface of a door, but this Pearlie did with the greatest ease, and then sat calmly looking down at me from the top as if enjoying my amazement. I was led to examine his paws, and found that they were provided with elastic pads somewhat like a fly's foot with its suckers, and then reading about this particular species I learned," etc., etc. We think Mrs. Brightwen's idea of offering to children, by proxy, intimacy with a large number of her indoor pets and outdoor friends is admirable. Instead of reducing knowledge of classes to the pap which children are supposed to like, they are here offered intimacy with individuals, and will go on to study, group, and classify for themselves.

themselves.

Glimpses into Plant Life seems to us a more difficult undertaking, but it is accomplished on the same principle and with the same success. "I want," says the author, "to make my young friends able, when they see a bud, or a root, or a twig, to know what the history of that object is, how it comes to have the shape it takes, how it developed into its present condition, and what its next form will be." Mrs. Brightwen's garden, "that she loves," serves her well. Her chapters upon flowers, buds, pollination, fruit, and so on, are full of the charm of knowledge in the getting. The dry, second-hand information is made to live under her touch, and living examples and new knowledge quicken every page. The illustrations are charming and very illuminating. Dull diagrams give place to sketches instinct with life and often of great beauty, as, for example, the group of beech trees with interlacing stem and roots, or, again, the twig of the horse-chesnut. Every touch is tender and proclaims the loving naturalist. But here, as in the former book, Mrs. Brightwen's strength is in her intimate treatment of individuals.

Familiar Butterflies and Moths, by W. F. Kirby, L.F.S., F.E.S. (Cassell & Co., 6/-). Mr. Kirby is a final authority on the subject of his book, and we are exceedingly glad to have a handy volume containing not only the British butterflies and moths, but the far more numerous "familiar" continental species. It is disappointing, when you are fairly familiar with our English species, to come upon beautiful strangers in France or Germany and not to be able to identify them. The later rumours of butterflies crossing the seas are of peculiar interest, because we have only between sixty and seventy species, as compared with some three hundred across the channel (including the countries abutting on the Alps and Pyrenees). Mr. Kirby considers that "as a rule islands are very poor in butterfly life, and the further they are separated from the nearest continent the fewer butterflies they produce." "The butterfly fauna of the British Islands is very poor compared to that of either France or Germany." The plates, it need hardly be said, are exquisite both in colour and drawing. The author's notes are admirably clear and interesting, and have the freshness which distinguishes the original observer from the mere compiler. *Familiar Butterflies* should be a delightful Christmas box for any boy or girl.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

[We have had several requests lately for more news of the House of Education in the *Parents' Review*. Perhaps our readers would care to read the following letter.—ED.]

DEAR EDITOR,—The students came back on Saturday, the 28th, and ever since benefits were showered on us from all directions. We found Mr. and Mrs. Fred Yates installed; we also found the new building completed, with six cosy cubicles, and a large workroom which is to be used for our Handicrafts classes.

On Sunday afternoon we went to the new room, where Mr. Yates awaited us. To our delight and astonishment we found the walls adorned with several large charcoal reproductions from the works of Jean François Millet. Mr. Yates had been at work on these drawings for some time before we came back. He pointed out some of the peculiar beauties of the work, and promised us a lecture on Millet further on in the week.

On Tuesday evening Mrs. Dallas Yorke arrived.

Wednesday morning was spent by some of the students in giving lessons before Mrs. Dallas Yorke.

On Wednesday afternoon Mr. Thomas Marshall, K.C., introduced us to three Homeric ladies, each more charming than the last. A good many visitors from Ambleside and other places were present. Mr. Marshall shewed past argument that these three ladies—Helen, Calypso, and Nausicaa—were typical women, not only of one period, but for all time; Helen as a married lady, Calypso as a single woman of independent means, and Nausicaa as a young girl living at home with her father and mother.

On Wednesday evening the students gave an amusing entertainment, consisting of a charade in three parts. The subject was Matthew Arnold's definition of Education.

On Thursday morning, at 11.30, we had our promised lecture on Millet. It is impossible to give any idea of it in a few words, but it was truly inspiring. Mr. Yates made us feel that Millet might be used as a key in the artistic training of children. The room was dedicated to the great artist by unanimous consent, the pictures in charcoal having been fixed.

Thursday evening, in the drawing-room, we admired some beautiful sketches of the surrounding country, and a portrait by Mr. Yates.

On Friday morning, to our great regret, Mr. and Mrs. Yates left us, with the promise to return at some future date.

Friday afternoon was delightful. Through the kindness of Mrs. Dallas Yorke we had the great privilege of hearing Miss Ada Rehan recite Katherine's advice to women from "The Taming of the Shrew," also Portia's speech from the "Merchant of Venice," beginning "The quality of mercy is not strained," and the epilogue to "As you like it." We afterwards took her to see the Millet room. Miss Rehan came with the Hon. Mr. and Mrs. Eric Barrington.

On Friday evening the students gave an exhibition of fancy drill and dancing before Mrs. Dallas Yorke.

On Saturday morning Mrs. Dallas Yorke had a quiet talk with all the students.

Saturday afternoon Mrs. Dallas Yorke left us, and we still feel a sense of something wanting in the house.

This was the end of our gaiety, and we have now settled down to sober work.

ONE OF THE STUDENTS.

The House of Education,

October 12th, 1901.

Since writing the above we have received from the Rev. W. Tuckwell the plans and detailed list of plants for the botanical garden mentioned in the September number of the *Parents' Review*. The large book containing the list of names, covering forty pages, all carefully written out and numbered, is a valuable endowment to the college, as are also the plans. The students have already begun to write labels and put in some of the plants, of which Mr. Tuckwell has sent a goodly number. The students are very keen on the work and the garden is looked upon as one of our most valued possessions.

CO-EDUCATION IN FRANCE.

DEAR EDITOR,—I am glad that Mr. Curtis has called attention to the work done by Monsieur Robin at the Orphélinat Prevost at Cempuis. M. Robin came to London in 1885, with two colleagues, to the Education Exhibition of that year, and put himself into communication with my wife and myself because of his championship of the Chevé method of sight singing, which is a French counterpart to tonic sol-fa. The following spring we spent a day at Cempuis and greatly enjoyed what we saw at the orphanage. The entire suppression of religious teaching naturally